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AUTHOR Pereira, Carolyn
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ABSTRACT

The great variety of cultural and legal backgrounds of present-day immigrants to Chicago and the lack of adequate resources with which to fund programs has made assimilation a difficult challenge. Chicago schools are committed to provide bilingual programs to students with limited proficiency in English and 75 bilingual programs have been developed. Although plans call for citizenship instruction in students' native languages, there are no programs or materials available. Programs for adults usually focus on teaching enough English to meet basic needs. Learning about the American legal system is rarely emphasized, yet this is a crucial need because so many students, both young and older, come from societies with legal systems different from that of the United States. Some programs, such as the Citizens Information Service, begun by the Illinois League of Women Voters, have tried to provide such information but more must be done. A possible way to improve citizenship education is by using concrete cases, such as the case of Walter Polovchak (the 12-year old who refused to return to Russia with his parents), to provide useful information about the American legal system. A format designed by the Constitutional Rights Foundation for use by teachers in bilingual programs is described. Appendixes contain a list of 18 major bilingual programs taught by language and a sampling of curriculum materials on United States history and citizenship. (IS)

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THE EDUCATION OF JUAN ABDUL TIPSUDA

A Case Study of the New Immigrant in Chicago

Carolyn Pereira

Constitutional Rights Foundation/Chicago
Suite 730
1 Quincy Court
Chicago, Il 60604

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Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).

Chicago has always been a place where immigrants have sought refuge. Successive waves of Irish, Croatians, Serbians, Italians, Greeks, Poles, Czechs, Norwegians, Swedes, Germans have arrived over the 150 years Chicago has existed. Most of these Europeans were assimilated within a generation. Originally living in closely knit groups their decendents are now spread throughout the metropolitan area. The pockets of ethnicity that still exist are often a gourmet's delight. In 1984 the nations and cultures represented by the newly arrived are more varied than ever before. Earlier in Chicago's history the immigrants were primarily European. The newly arrived are now primarily Hispanic, South East Asian, and Middle Eastern though Chicago still has the largest Polish population outside of Poland.[1]

What is currently happening to help these immigrants become functioning citizens? A cursory summary of programs available to young people and adults in both public and private institutions is discouraging though hardly surprising. The newly arrived must be able to communicate not just to survive but to participate fully in the American way of life. Chicago has several excellent programs available to teach English, but there are not enough of them. Although there are some programs which help teach basic survival skills—obtaining food, clothing, shelter, work, schooling—there are only a few formal programs for teaching citizenship to immigrants. Since the formal programs available to native born Americans often fail to transmit the knowledge, skills, and attitudes necessary for informed, responsible participation, it should be no surprise that those available to immigrants do not develop the skills necessary for full participation in our democratic system of government.

Chicago has officially committed itself to providing Limited English Proficiency (LEP) students "with an instructional program comparable to and as effective as the general program of instruction offered to all

English-speaking children."[2] But the incredible diversity in language, customs, and cultures of students puts a great strain on limited resources. They have developed 75 different bilingual programs although there are even more languages than that spoken in Chicago schools. (See Appendix A--list of the eighteen major bilingual programs taught by language.) Obviously a student's ability to participate in the educational process is a function of his/her ability to understand the language of instruction. Although the plan calls for instruction in the history and culture of the United States in the native language if necessary , an informal survey of the social studies and bilingual department and of individual schools indicates that there are no programs or materials designed or used for this purpose. LEP students receive the same citizenship instruction as English speaking students.

Consider the experience of one young teacher who tries to design a formal program to prepare high school students for citizenship. Picture this young enthusiastic and bright teacher burning the midnight oil over the summer months to develop a unit on voting rights. In order to give young people an historical perspective on voting rights legislation he writes a play to illustrate how, over time, the right to vote has been given to more and more Americans. The play is carefully constructed so that everyone in the class has a meaningful role to play--some will act, others will critique and debrief. And this is just a small part of the series of readings, discussions, experiences and projec s he has planned to create an intellectually dynamic atmosphere. His government course will practice what it preaches. Civics will be the most important course these students take. They will learn the rights and responsibilities of U.S. citizenship and love every minute of it. Why, he has even lined up several people in the community to help with special projects. Both the Democratic and Republican committeemen have agreed to have students shadow them during preelection

activities. They will have the opportunity to poll watch.

His first day, however, made him reconsider and begin to sweat. The school had 28 different languages spoken and one of his government classes actually had all 28 languages represented. This was Chicago's own United Nations. At least the students who were Cantonese, Assyrian, Vietnamese, Cambodian, Laotian, or Spanish had special bilingual programs. The others did not. But even if the language barriers had been surmounted, the cultural would still have been formidable, even within language groups. No wonder our teacher abandoned his ambitious plans and adopted a more traditional strategy.

Is it a lack of money or a shortage of qualified staff which accounts for the deficiencies in the LEP program? It is difficult to determine from the data provided by the schools. When staffing pattern was based on a 20 to 1 formula, there was a shortage of 129 bilingual teachers. Even when the formula was revised (30:1) in 1984 the Chicago Public Schools were short 83 bilingual teachers. Two thirds of the bilingual teachers are locally funded quota positions. The state provides the next largest amount, but that allocation may be in danger because the Illinois State Board of Education recommended to the Illinois General Assembly that bilingual programs be optional throughout the state except in Chicago. Federal funds provided support for a tutoring program for 300 LEP students; reading and guidance services to 525 LEPs; tutoring to 195 LEP mentally handicapped or learning disabled; vocational education curriculum packages for use with 125 LEPs; and supplementary services to approximately 3,500 refugee students from 28 countries.

What kind of progress do LEP students make in mastering the English language so that they can participate in the regular school's "citizenship" curriculum? Not enough according to the most recent evaluation data

available (fiscal 1982). Of the tests given (vocabulary, reading comprehension, and mathematics) the greatest gains were made in mathematics, where pupils enrolled in bilingual programs moved from the 27th to the 37th percentile. Seven year olds moved from the 44th to the 61st percentile in mathematics! In contrast, vocabulary moved from the 20th to the 27th and reading comprehension from the 20th to the 25th percentile. (A challenge to us all to develop citizenship programs infused in mathematics courses which require little understanding of the language or the culture.)

Most of these students are not yet eligible to apply for citizenship so that it may be more appropriate to turn to the programs which are provided to adults. In public schools, junior colleges, and community agencies most of the adult newly arrived programs surveyed are practical--learn enough English to meet basic needs.

Ever since bilingual programs were funded in 1969 parent involvement components have been required. Chicago's Citywide Multilingual Advisory Council coordinated by the Department of Multilingual Education provides training sessions on topics of interest to parents of LEP students. There have been citywide workshops for parents and in 1982 the Department of Multilingual Education began offering Parent Training Institutes. The first was for 160 Assyrian, Spanish, and Vietnamese parents; the second for Arabic, Cambodian, Chinese, Greek and Korean speaking parents. The institutes focus on everyday practical problems of the newly arrived--survival skills.

There are a few Chicago public schools which specialize in Teaching English as a Second Language (TESL) to adults. There are 6 levels of classes each lasting 10 weeks. Interestingly enough these classes attract engineers, doctors, lawyers, and other professionals. Social agencies and refugee help groups refer them to these schools. The classes are from 9 to 2:45 and evidently do an effective job in teaching English. Many of the junior

colleges offer ESL programs often at night to accommodate their student body. Generally the counseling and guidance departments work with the immigrants to resolve any practical matters dealing with citizenship. Other government agencies also help provide the necessary skills for immigrants to become citizens or to get their fair share. The Department of Public Aid and the Commission on Human Relations both provide referral services. The Jewish Federation Refugee Resettlement Center and the Vietnamese Service Center are both private agencies who try to aid the newly arrived in adjusting to America. (Unfortunately time and chance prevented telephone interviews with these agencies).

The Citizens Information Service (CIS), which began as a project of the League of Women Voters of Illinois, has provided basic information about several other groups as well as about themselves. Most of the efforts in immigrant education concentrate on survival skills: how to buy food (since many have never bought packaged food and certainly can't read or understand the labels); how to prepare food; how to obtain housing; how to enroll children in school; what to wear in a new climate and where to get it. CIS now has a project of its own which concentrates on immigrants and refugees. The CIS emphasis has been on workshops to inform immigrants and refugees about their rights and responsibilities and to present the basics of naturalization laws and procedures. They also provide information on such subjects as governmental structure, employment, and education, areas where non-citizens are affected because they are residents, workers, and parents of school children. The workshops are conducted in the language of the audience and are designed around the participants' identified needs, even simulating the oral examination they will have to undergo when applying for citizenship. CIS is also developing clear, unbiased information regarding the pending legislation which proposes to extend some kind of amnesty to illegal

immigrants. Since the legislation also includes new provisions affecting legal and illegal aliens, refugees, and U.S. employers, it is certainly an issue of great concern to the newly arrived.

These attempts to communicate the basic principles of law in the United States can run into difficulties. The workshops include slide shows such as "Welcome to Chicago: A New Beginning" or "The United States Legal System and You". The latter has been translated into 13 of the languages common to the most recent newcomers, who include Chinese, Russians, Cambodians, Hmongs, Laotians, Poles, Vietnamese, Haitians, Assyrians, Ethiopians, and Romanians, as well as Spanish speaking groups from Bolivia, Colombia, Cuba, Ecuador, Guatemala, Mexico, Nicaragua, Peru, Puerto Rico, and El Salvador. But the principles on which the United States legal system is based can be very different from the principles of law in the native lands of the newcomers. Their linguistic an cultural backgrounds often do not include such concepts as: limited government/checks and balances; freedom of speech and assembly; the rights to vote and change the government peaceably; the right to protest; due process; equality under the law, even for the President; the importance of the individual in making the system work. Ironically, the occasional failure of the system may be the only concept which the immigrants will understand.

Concrete examples of practical problems immigrants may encounter can help to make these concepts more real. For example, limitations on government and due process rights come up while in discussing marriage and divorce: "Because the law limits the government, none of this--divorce or child custody decision--can occur, at least permanently, without a hearing that guarantees your rights to participate and to answer any claims made against you. As usual you have the right to be represented by a lawyer." An example of individual responsibility is found as the slide show cautions the

observer to read and understand a contract fully before signing. Even so, the slide show is as limited as any slide tape presentation. It covers a lot of information important for any citizen. But, as we all know too well, covering material, particularly in a short presentation, doesn't mean the material is learned. The slide show does not offer time for practice or guarantee checking or understanding.

Given that the schools and other public and private agencies are doing a less than perfect job of educating the newly arrived in citizenship, how are immigrants learning about citizenship? It might be argued that immigrants learn about the rights and responsibilities of citizenship daily. The nature and structure of our system may help them to learn more about citizenship on a regular basis without ever stepping into a classroom. All of their encounters with the legal system may not be negative; many of the experiences are positive. Historically we have never done much better than we are now doing, yet our system continues to operate. So why worry? We've managed for 200 years or so.

As social studies educators we must worry. One of our most important and difficult challenges has always been to prepare all young people, English and non-English speaking, for informed, responsible, and active citizenship. Yes, many immigrants can and have become informed, responsible, and active citizens without many quality programs. Many have not. The recent influx of people from countries with customs, cultures, and governments based on different values which conflict with the rule of law in this country have increased the difficulty and magnitude of the challenge. It is not acceptable to settle disputes through violence, and yet some of the newly arrived do not accept this. For some, decision-making by majority rather than consensus is a novel and difficult concept. Individual rather than group welfare can also cause difficulty for the newly arrived. It is a formidable

task to give young people with a common culture and language the knowledge, skills, and attitudes necessary for functioning citizenship. The even more formidable task of helping people from other cultures to become productive citizens cannot be left to chance.

It is even more important today that schools, government agencies, and private agencies rethink the programs offered to both the adults and young people. Chicago faces a crisis that must be acknowledged first before any steps can be taken. It's not just the social studies educator's problem, but the social studies educator can become part of the solution. It appears to be an overwhelming task, but it can be broken down into manageable bits. If we can increase the numbers of English-speaking students who can and will participate as "good citizens" by providing them with adequate opportunities to practice citizenship skills throughout their academic careers, we will be doing much to insure the continuation of our system. This task is one social studies educators have been struggling with for years.

What can be realistically done to insure that immigrants are more completely acclimated to the rights and responsibilities of citizenship? Can we reasonably expect our young and enthusiastic social studies teacher confronted with 28 languages to organize an effective civics class? What could he have done? Naturally not much if the students didn't have at least a working knowledge of English. The bilingual teacher, however, might be able not only to lay the ground work for functional communication but also to structure content and activities around such things as crucial legal issues confronting these students and their parents, on which the civics teacher might build. The most effective "citizenship education" programs for all o us arise from our experiences. If we think about those times when we learned something we will never forget about citizenship, the place was probably not school. Something happened to us or to one of our friends. Or perhaps an

unforgettable case was reported by the media. A skillful bilingual teacher could turn such events to advantage.

For example, what was learned about the American system by immigrants (and all of us) from the Walter Polovchak case? Walter Polovchak, age 12, emigrated from the Soviet Union to Chicago with his parents, a brother, and a sister early in 1980. Six months later Walter's parents decided to return to the U.S.S.R. His father said that Chicago was too noisy, the air was too polluted, and the weather was bad. Learning that his parents planned to go back to Russia, Walter ran away from home and asked for political asylum. "I would rather never again see my parents than to leave Chicago. I want to stay here. I have new friends, a nice school, a bicycle I fixed myself, and I don't want to be sent back. Here is better than my country." A few days later the U.S. Immigration and Naturalization Service (INS) granted political asylum to Walter. His mother was quoted in the Chicago Tribune. "You mean a government is telling a mother what to do with her son? That's ridiculous!" His father asked, "Am I a drunkard? Do I starve my children? Have I broken laws? I have not. So who is the government to take my child?" Under the INS ruling he could not be taken back to the Soviet Union against his will. The Polovchak's experience taught them much more than a citizenship course ever could. The media coverage probably did much to reinforce some of the myths which abound within newly arrived groups. (You have to spit or step on the flag of your country; you can never return to your land of birth if you become a citizen) The parents were represented by the ACLU and the child's interests were represented by Cook County Juvenile Court. Not only they but other immigrants learned about the adversary system and due process. They also learned that our legal system does not always produce results which satisfy both parties to a dispute.

A lesson built around the Polovchek case or a similar hypothetical

could provide useful information regarding family and immigration law, practice in improving communication and reasoning skills, assistance in where and when to go for help. All students would begin to develop a common bond based on an understanding of the case. They are all affected by family and immigration law.

A format for lessons to accomplish these objectives has been developed by CRF/Chicago for use by teachers in bilingual programs.

1. Divide the class into groups of 5 -6. Each student in the groups is given one 3 X 5 card with a piece of information about the case. The information is only part of the story.

2. The groups must decide on the order of the cards and answer the following questions. (Each person in the group should read the card aloud and/or get help from one of the other group.)
   --What are the facts? What happened?
   --What can be done by each person in the story? If possible, suggest more than one thing for each person.
   --What does the group consider to be the best choice for each person and why?
   --What other information might help decide?
   --What do you think the government should do?

3. Have the groups report and allow a family lawyer or other appropriate expert (preferably one who speaks the language) answer these questions.
   --What does the government say about this problem? Why?
   --What other agencies can help?
   --Suggest other ways to help.

This format has been tried successfully in a few multilingual classrooms in Chicago. We are using it as part of a training program we are developing for all the bilingual teachers in the system. Our model calls for a much more structured partnership between the schools and community. Building that partnership requires the support of administrators as well as the initiative of teachers. Usually this partnership can best be developed on a local rather than a citywide level. Although it is an enormous task to train teachers throughout the Chicago system to use such a format, the program does have two advantages. Once teachers have been trained, it does not call for a continuing, large expenditure of funds. Equally important, it does not

suggest that the schools must solve their problems all by themselves. It reaffirms something which, though obvious, is easily forgotten: it is in the interests of all of us, business people, lawyers, community leaders, and academics, to assist our young and enthusiastic civics teacher and the bilingual teacher to identify and use appropriate community resources.[3]

NOTES

1. Information used in this paper has been provided by: the Citizens' Information Service; the Department of Multicultural Education of the Chicago Board of Education; and selected teachers and principals from the elementary and secondary schools reported to have the largest and most diverse immigrant/refugee population. Their assistance is gratefully acknowledged.

2. The Illinois Transitional Bilingual Education Act of 1976 defines the bilingual program as a full-time program of instruction in: 1) all those courses or subjects which a child is required by law to receive and which are required by the child's school district which shall be given in the native language of the children of limited English-speaking ability who are enrolled in the program and also in English, 2) the reading and writing of the native language of the children of limited English-speaking ability who are enrolled in the program and in the oral comprehension, speaking, reading and writing of English, and 3) the history and culture of the country, territory or geographic area which is the native land of the parents of children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States ; or a part-time program of instruction based on the educational needs of those children of limited English-speaking ability who do not need a full-time program of instruction.

3. The Latin American Bar has taken this seriously and is working closely with hispanic high school students to translate Youth and Society: Rights and Responsibilities into Spanish for use with other hispanic students and parents.

A. Programs for Twenty or More Students

BILINGUAL PROGRAMS FY 84

January 1984

Language	HIGH SCHOOL Number of Programs	HIGH SCHOOL Number of Students	HIGH SCHOOL Bilingual Teacher Positions	ELEMENTARY SCHOOL Number of Programs	ELEMENTARY SCHOOL Number of Students	ELEMENTARY SCHOOL Bilingual Teacher Positions	TOTAL Number of Programs	TOTAL Number of Students	TOTAL Bilingual Teacher Positions
Arabic	1	28	2	11	485	19	12	513	21
Assyrian	4	167	9	8	362	17	12	529	26
Cambodian	1	131	4	8	294	5	9	425	9
Cantonese	2	71	4	5	236	12	7	307	16
Greek	0	0	0	5	235	10	5	235	10
Gujarati	0	0	0	2	56	3	2	56	3
Haitian/French	1	37	2	0	0	0	1	37	2
Hindi	0	0	0	1	22	1	1	22	1
Hmong	0	0	0	1	20	0	1	20	0
Italian	1	27	2	2	54	2	3	81	4
Korean	3	90	6	11	277	12	14	367	18
Lao	1	48	1	3	86	3	4	134	4
Polish	3	115	6	5	149	7	8	264	13
Romanian	0	0	0	2	54	3	2	54	3
Russian	0	0	0	3	73	3	3	73	3
Spanish	19	2546	112	150	22087	898	169	24633	1010
Urdu	0	0	0	1	20	1	1	20	1
Vietnamese	3	184	8	8	286	11	11	470	19
TOTAL:	39	3444	156	226	24796	1007	265	28240	1163

Note: 1. Students are counted as full-time equivalent, i.e., kindergarten students are counted as .5; 5,475 students are in kindergarten: thus the actual number of students served is 33,715.

2. In addition, there are 7 Spanish bilingual positions which serve 280 pre-school students.

B. Programs for Fewer Than Twenty Students

A total of 2935 students are served by the program: 631 receive bilingual services, 2304 receive TESL services.

Language	No. of Positions	Language	No. of Positions	Language	No. of Positions	Language	No. of Positions	Total
TESL	62	Gujarati	1	Korean	1	Russian	2	89.5
Arabic	2.5	Haitian	1	Pilipino	1.5	Serbo-Croatian	1	
Assyrian	2.5	Hindi	0	Polish	.5	Spanish	10.5	
Greek	2	Italian	0	Romanian	1	Urdu	1	

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APPENDIX

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OBLIGATIONS OF A GROUP MEMBER

Each person owes some sort of duty to every useful group of which he is a member. He cannot expect to receive the advantages of group membership unless he is willing to accept certain obligations.

Any person of good understanding can carry out these obligations. He (or she) must be willing to work in a friendly way with other members of the group so that the whole group can do its work smoothly. For instance, if the group life of a home is to go along smoothly, each member of the family must respect the rights and property of all the other members and must do his or her part in the work of the home. In a study group each member must be polite and helpful, must do his or her part in the school work, and be careful not to damage school supplies or property. In a religious group each member should take part in the services and activities of the congregation and should try to live the kind of life that will make the church group strong and respected. In one way or another we have similar duties as members of every organized group to which we belong. It is only by doing our duty in each of these groups that we can get the most good out of our membership. And the groups themselves can be no stronger than their members make them. (See Figure 7.)

We consider that a neighbor is a good member of the community if he is friendly and honest, keeps a neat home, and helps to make the neighborhood healthy and safe. In the same way every citizen may become an important member of larger groups, such as the city, State, and Nation. But if any one member does not do his part, even in a large group, he makes the rest of the members do more work, which is not fair to them. A

Obligations To Our Groups

No group is stronger than its members make it. Each one of the groups below suffers if its members grow careless or grows stronger if its members carry out the obligations of group membership. To each of these groups every member owes certain obligations which can be met by any reasonable person.

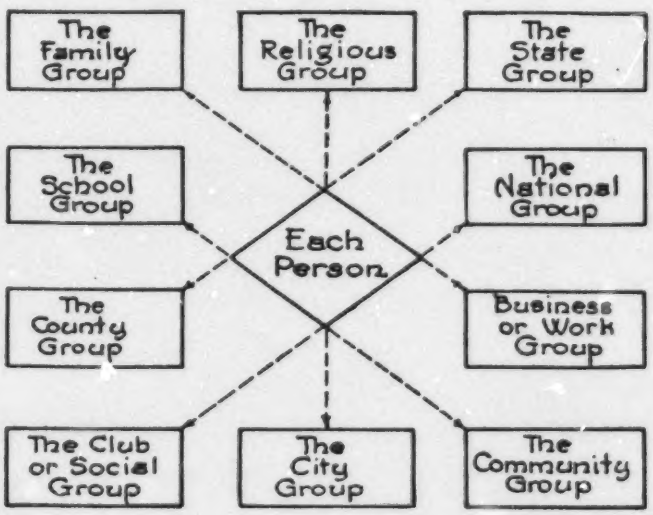

Figure 7

Obligations to Our Groups

other cities the voters elect a small group of representatives to make the city laws, but these are also given the special duty of choosing a city manager to act as the executive head of the city's government. These three forms of city government are usually spoken of as (1) the mayor-council plan, (2) the commission form of government, and (3) the city manager plan. Many cities have worked out forms of organization that combine parts of these three general plans.

We cannot say that any special form of city government is "the best." Any form of organization is good that works effectively for the good of the people and in which the people have the "last word" at the elections.

THE MAYOR-COUNCIL FORM

During the early years of our Nation, the mayor-council form of organization was used in almost all of our cities. It is the oldest form of city government in the United States. In many ways it is like our Federal and State organizations. You can see in Figure 34 that in this form of organization the mayor is the chief executive officer of the city. He is elected by the people and is often given great powers. He usually appoints the heads of the departments of the city government and a large number of lower officers, although the city council sometimes has the power to confirm or reject the more important of these appointments. The mayor may sign or *veto* city ordinances. He is responsible for putting the ordinances into effect and has many officials under him to help him do so. Sometimes he is required to prepare a *budget*, which is his *recommendation* to the council as to how the money of the city shall be collected and spent.

From your study of the objectives of the city government you know that there is need for departments of public health, police, fire protection, education, etc. All of these departments provide services for the people.

THE EXECUTIVE BRANCH OF STATE GOVERNMENTS

The executive branch of the State government includes the governor and other executive officers. The governor is elected by the people of the State. His term of office, qualifications, and powers are fixed by the State constitution.

The governor advises the legislature as to changes which should be made in the laws. He may call special meetings of the legislature. He has power to appoint officers. His chief duty is to see that the laws of the State are carried out and obeyed.

The governor must have other officers to help him. These officers are elected or appointed according to the law of the State. The secretary of state keeps the official records of the State. He helps to carry out the election laws. The attorney general is the chief law officer of the State. He advises the governor and represents the State in the courts.

The State treasurer takes care of the money that comes to the State from taxes, licenses, and fees. He pays the public bills of the State. The State *auditor* examines all bills of the State and the books of the public officers.

There are special officers who carry out the labor laws. Other officers have control over companies that offer services to the public. Your own State has important boards and commissions. You will want to learn something of their work.

THE JUDICIAL BRANCH OF STATE GOVERNMENTS

Each State has a system of law courts. It is called the State *judiciary*. The courts help to explain the State laws. They also help to punish those who are proved *guilty* of crimes.

The State courts have authority over two general classes of cases—*civil* and *criminal*. We have learned that every person has certain rights. If another person does not respect these rights, he can be sued in court by

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Figure 1

Laws Under Which the Citizen Lives

The Citizen Lives in a Circle of Many Laws Which Govern Different Groups

The Purposes and Organization of State Governments

The Nebraska Statehouse

THE citizens of Nebraska are very proud of their fine Statehouse. The beautiful capitol grounds cover four city blocks. The charm of the capital itself lies in its simple lines. From a square base of two stories rises a simple tower, four hundred feet high. This is crowned with the fine figure of the "Sower" planting seed. The blue and gold of the dome blend into the changing colors of the sky. In the

OUR CONSTITUTION AND GOVERNMENT

Introduction

In the United States of America the Government serves all the people, but only the citizens have the right to choose the men who will run the Government.

Most of our citizens were born in the United States. Others have come here by choice, and have become naturalized citizens. To aid those who wish to prepare for citizenship, the Immigration and Naturalization Service has published the Federal Textbook on Citizenship.

This correspondence course consists of a textbook, a set of unit tests, and this set of worksheets. The worksheets are an important part of the citizenship course. You should read the entire lesson and then complete the lesson worksheet. When you are done with the worksheet, fold the edges of the pages over to check your answers.

The worksheets can be used as an important part of your learning. If you get an answer wrong, be sure to find out why. Use your textbook to find out the reason for the right answer.

A knowledgeable citizen is the key to a successful and lasting democracy. Best of luck in your efforts to become a United States citizen.

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We Learn from Books and Papers

LESSON 9

Ways to Learn

ways from books
television papers
radio at us

We learn in many ways.
We can learn from books and papers.

People Need Good Food

LESSON 13

Good Food

every milk eggs
vegetables buy best

Every family needs good food.
All people need milk and eggs and vegetables.
They want fresh, clean food.
People can buy fresh eggs and vegetables.
They can buy good milk.
All people should know how to buy food.
They should know what food is best for them.

A Farm Family

LESSON 23

The Work of Farmers

here this
she their
early much

Here are a farmer and his wife and children.
This family has a home on a farm.
It is time to start the day's work.
They start their work early every day.
They like to start early.

The wife works in the home.
She has much work to do.
Farmers in the United States grow much food.
They grow food for people in the United States.
They grow food for people in other places.
The family must have men to help with the work.

SOMETHING TO DO FOR LESSON 23

A. To do.

1. **h**	here	hard	him	has
2. **y**	early	every		
3. **f**	find	farm	fresh	
4. **th**	this	their	there	that
5. **d**	do	did	day	
6. **m**	more	much	men	
7. **r**	sure	more	their	
8. **p**	past	pay	put	park

B. To read.

start to work	time to start
to a new place	in the United States
this family	on a farm
too much work	to do here
find more men	help with the work

C. Put in the right word.

with in to on for

1. We live ..... a farm.
2. We go ..... town.
3. Many people live ..... the United States.
4. Farmers grow food ..... many people.
5. We must help ..... the work.

THE PILGRIM SHIP

THE LANDING OF THE PILGRIMS

Powers and Duties of the President

PART 1

head Executive important job Commander pardon treaties appoints

The head of our Nation is the Chief Executive.
We call him the President.
The President has many important duties.
It is his duty to enforce Federal laws and treaties with foreign nations.
He must carry on the business of our Government.
He is the Commander in Chief of our armed forces.
He cannot do all this without help.
He appoints many people to help him.
The men he appoints must do the job well.
The President must be given great powers.
He could not carry out his duties without them.
Some of his powers are given to him through the Constitution.
Other powers are given to him by the Congress.
The President has the power to pardon people who are found guilty of breaking Federal laws.

PART 2

or disapproves very advises probably veto

After Congress passes a bill it is sent to the President.
He may or may not approve the bill.
If he approves the bill he signs it.
The bill then becomes a law for the Nation.
If he disapproves, he does not sign the bill.
This power of the President is called the veto.
He sends the bill back to Congress.
He tells Congress why he disapproves of the bill.

2. What did Mrs. Rosa want?
   She wanted a toaster.

   What did the Rosa children want?
   They wanted a television set.

   Who went shopping with Mr. Rosa?
   Mr. Manda went shopping with Mr. Rosa.

   Did Mr. Rosa buy a TV set and a toaster?
   Yes, he bought a TV set and a toaster.

   Were the children happy with the TV set?
   Yes, they were happy with the TV set.

3.

The Rosa family wanted to buy a toaster and a television set. Mrs. Rosa wanted a toaster. The children, Robert and Mary, wanted a television set. The children liked to watch the television programs. They had watched many programs with Tom Manda. They wanted their own television set. 32

Mr. Rosa wanted Mr. Manda to help him buy a TV set and a toaster. Mr. Manda took Mr. Rosa to a department store. The department store had many television sets and toasters. They shopped and shopped.

Mr. Rosa bought a big television set and a toaster. Mrs. Rosa was happy with the toaster. The children were happy with the television set. Mr. Rosa was happy because his family was happy.

C. Exercises

Reading and Speaking Practice

1. What did Mrs. Rosa want Mr. Rosa to buy?
2. Why did the children want a TV set?
3. Why did Mr. Rosa want Mr. Manda to help him shop?
4. Why did they go to a department store?
5. What did Mr. Rosa buy?
6. Why was Mr. Rosa happy?

44 Our American Way of Life

Peter and Tom went to work together. Tom took Peter into the office. He introduced him to the office workers. Then he took him into the factory. All of the workers were happy to meet Peter. They wanted to help him. They helped him with his new job.

Peter liked his new friends. He learned that some of them came from Europe. They were citizens now. Peter said that he wanted to become a citizen. His friends told him about the English and Citizenship class. They said that they went to evening school after work.

Peter was very interested. He wanted to learn about his new country. One of his new friends invited Peter to his class.

C. Exercises

Reading and Speaking Practice

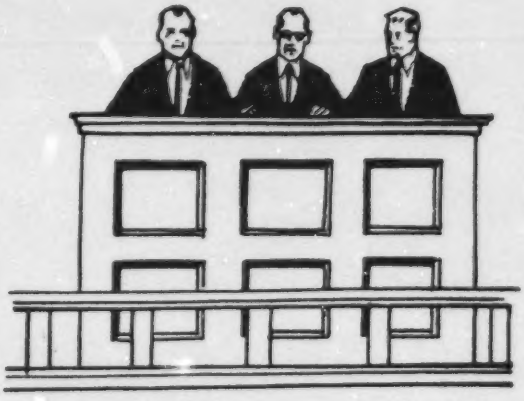
1. Who helped Peter Rosa?
2. What did Peter learn from his new friends?

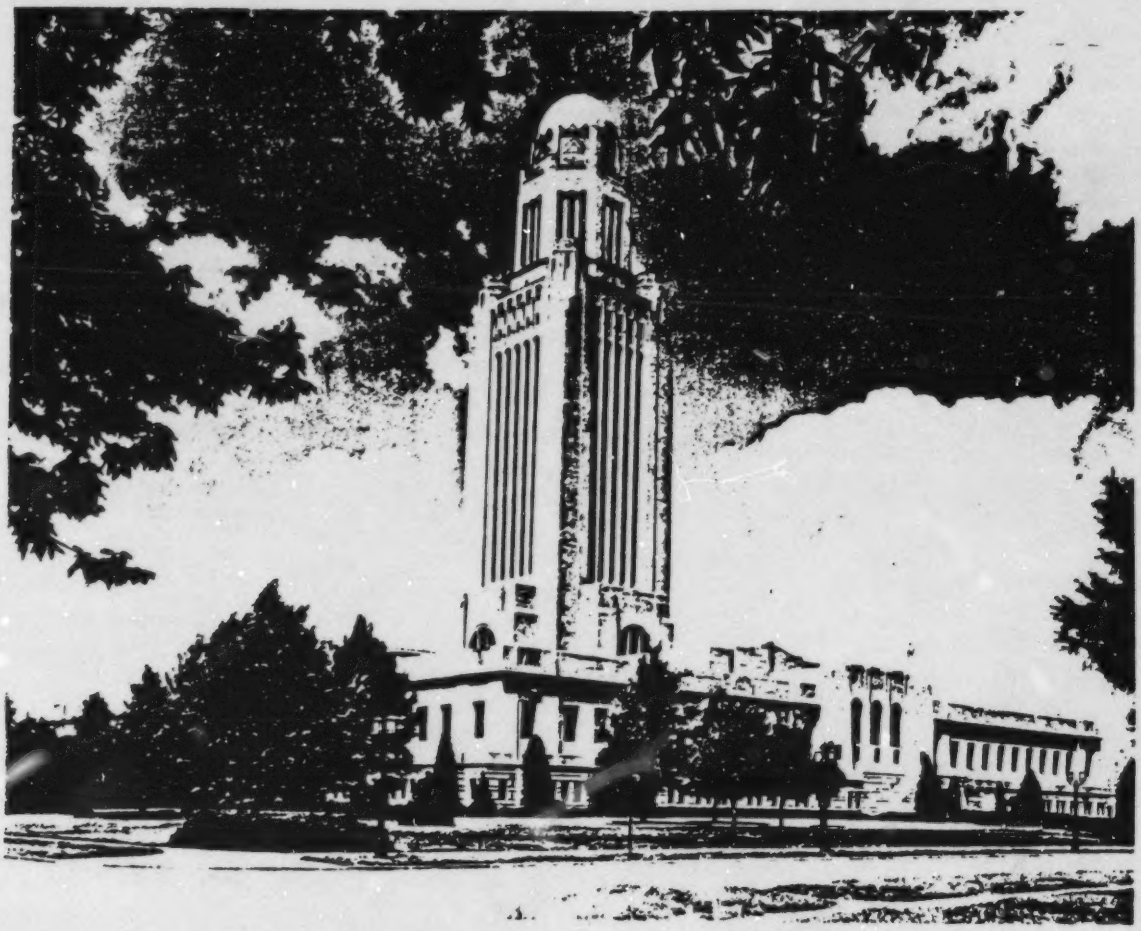
3. Mr. Rosa wanted to know more about how our government works. He asked his teacher to talk about our government. The teacher told the class that the Constitution divides our government into three parts. Each part is called a branch. Each branch has certain powers.

Congress makes the laws for the nation. It is called the legislative branch. The Congress has two parts. One is the Senate. The other is the House of Representatives. We elect men and women to the Congress. They meet in Washington. They represent the people.

Another branch enforces the laws. It is called the executive branch. The head of this branch is the President. He is elected by the people. He is elected for four years. The President enforces the laws. George Washington was our first President.

The branch that explains the laws is the judicial branch. The courts belong to this branch. Our highest court is the Supreme Court. It meets in Washington. There are nine jus-





The Nebraska Statehouse Where the State Supreme Court Meets

Each state has a system of courts. These courts help to explain the laws of the state. They also try persons who are accused of having broken state laws. They hear cases about personal rights and property. Like the Federal government, the states have higher and lower courts.

Each city has some kind of court. It explains the laws made by the local government. It also tries cases of persons accused of breaking local laws.

It is the duty of every person to obey the laws as explained by the courts.

The following chart shows how the three branches of the governments of our cities, states, and nation are much alike. Study it carefully.

In many communities there are adult classes in public elementary and high schools, vocational schools, and even colleges. You can attend many of these classes without having to pay any tuition. In some schools you may have to pay a small fee. There are also many kinds of private schools for adults.

In addition to schools, many industries and unions conduct "on-the-job" training programs. In these programs you hear about new ideas and learn new skills. Many large companies will send an employee to school if he has ability.

You will have an advantage if you know more than one language. There are good jobs for interpreters, stenographers, and typists who know English and another language.

There are many good jobs in government. To work for the government you must usually be a citizen of this country and take a civil service examination. These examinations are open to everyone regardless of race, religion, or national origin.

For many civil service jobs you need an elementary school certificate. In some states an elementary school certificate is necessary for many jobs.

A newcomer with a high school diploma from his old country is permitted to take other examinations. For example, a woman with a diploma from her former country can take an examination here to work as a practical nurse. For this position it is not necessary to be a citizen. In some states, however, a person must have made a Declaration of Intention to become a citizen before applying for certain jobs. A Declaration of Intention is a legal paper in which an alien says that he intends to become a citizen.

The person who does not have a high school diploma can get one in several ways:

1. He can study high school subjects—English, American history, mathematics—at home and take special examinations. If he passes these examinations, he may be eligible to receive a diploma.

Courtesy, School District of Philadelphia

Students Leaving Evening High School

decided to leave Holland and go to the New World. They started Plymouth colony in Massachusetts. They struggled to build homes and to exist. After a hard winter, the Pilgrims who survived held a feast with their friends, the Indians who had helped them begin their new way of life. They thanked God for their blessings. This was the first American Thanksgiving. We still celebrate Thanksgiving Day each year near the end of November.

More Englishmen, as well as people from other European countries, came to live in America. Many, like the Pilgrims, wanted to be free to worship God in their own way. Others were looking for political freedom. Traders were seeking to make money. The poor and the unemployed people wanted jobs and the opportunity to earn a better living. Businessmen who had money to invest saw promise of success in America. They came from such countries as Holland, Sweden, and Finland. The Germans, Scotch-Irish, and French also were among those who came to the New World looking for a better life.

After many years, all of the colonists came under British rule. Georgia, founded in 1733, was the last colony to be formed. In 1776 there were 13 British colonies in that part of America that later became the United States. These colonies became the first 13 states. They are Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina, and Rhode Island.

The King let the colonists elect representatives to make local laws. The colonists were free in many ways. But, as time

The First Thanksgiving Dinner

Word Study

Read these sentences and learn the meaning of the underlined words:

1. Many of us are immigrants to the United States.
2. We are descendants of people from other countries.
3. The Pilgrims who came to this country showed great courage.
4. Good parents try to protect their children from fear and want.
5. In America we respect all religions.
6. The United States is a land of opportunity.
7. Many of today's immigrants want freedom from fear.

The Words and Terms at the end of this book will give the meanings of the underlined words.

Talk About

How can an immigrant make a better life for himself?

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Freedom of Worship

A LOOK AT THE PEOPLE

There are many reasons for America's greatness, but the most important are the people who live here, and the kind of government they have made for themselves.

The United States was built by men and women who came to this country from all over the world. All Americans, except the Indians, are immigrants or descendants of immigrants.

Most immigrants came to the United States seeking freedom and opportunity. The people who started our first English colony at Jamestown, Virginia, in 1607 came here to find a better life. The Pilgrims who crossed the Atlantic Ocean in their tiny ship, the *Mayflower*, in 1620 came here to enjoy religious freedom. They came with their wives, their children, their animals, and their belongings. People still come to our shores seeking a better way of life. Immigrants who come to America today by jet plane or large ship want the same freedoms—freedom of speech, freedom of worship, freedom from fear, and freedom from want.

In the United States every person is important. The belief that everyone has the same rights is the backbone of our American way of life. It took courage and strength to make this a part of our way of life. It will take courage and strength to live by this belief.

America is a nation of people from all walks of life. Like other countries, America has people who are rich, who are poor, who are educated, and who are uneducated. In America, however, most people are neither very rich nor very poor. But it is all the people who help to keep our country strong.

Every person in the United States has the right and the opportunity to better himself. This opportunity is the same for people of all races and religions.

Everywhere in America we find people of different backgrounds living together in peace and happiness. We see churches, synagogues, and temples side by side. We respect each other's religion and ways. We are a friendly people. We want to be good neighbors. This is our strength. This is our wealth.

AFTER YOU READ THE STORY

Checking Understanding

Match the beginning of each sentence with its proper ending:

1. The first Americans	a. from all walks of life.
2. The first English colony in America	b. immigrants or descendants of immigrants.
3. Most families in America	c. were Indians.
4. Most Americans are	d. was started at Jamestown in 1607.
5. America is a nation of people	e. are neither very rich nor very poor.

President Richard M. Nixon

The Constitution also describes how the President may be removed from office and provides that upon his removal, or upon his death, his duties shall be carried out by the Vice President. The Presidential Succession Act of 1947 provides that, in case of the death or removal from office of the President and Vice President, they shall be succeeded by (1) the Speaker of the House, (2) the President pro tempore of the Senate, and (3) the Cabinet members in the order, generally, in which their offices were created.

How a President Is Nominated

The nominating procedure is just as important in a democracy as the election procedure. The nomination of candidates answers the question, "Who will run for office?"

No single nominating procedure is used in the United States. Since 1840, however, the convention system has been used to nominate candidates for President and Vice President. During the summer of the year in which a President is to be elected, each political party holds a national convention. The members of the party in each state send delegates to the convention. They elect officers for the convention and agree on a party platform. The delegates are then ready to select the party's candidate for President.

There is first a roll call of the states. As the name of each state is called, a delegate from that state may offer the name of a person to represent the party as its candidate for President.

When the delegates of every state have had an opportunity to name their candidates, the roll of states is called again, and all of the delegates vote

FOREWORD

Book 3, *Our Government,* is a companion textbook to Book 1, *Our American Way of Life,* and Book 2, *Our United States.* These three books, together with a *Teacher's Guide,* comprise the "Becoming a Citizen Series" of the Federal Textbooks on Citizenship published by the Immigration and Naturalization Service. This Service also publishes other Federal Textbooks on Citizenship.

The series was published in 1964 and, as with the other textbooks published by the Service, is regularly revised, as needed, to reflect any changes that may have occurred in our government.

This book, *Our Government,* as well as the other books in the series, is designed to help the immigrant become a useful citizen. It presents basic facts about United States history and government, tells how an alien can obtain United States citizenship, and, most important, it teaches the newcomer how he can best serve his new country.

As he reads this book at home and in his citizenship class, the immigrant can learn a great deal about democracy as it is practiced in the United States. The prospective citizen will also learn about both the responsibilities and privileges that go with American citizenship.

Commissioner of Immigration and Naturalization